

Student Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

School \_\_\_\_\_

System \_\_\_\_\_



# English III

# Item Sampler

**Tennessee End of Course Assessment**

**English III Form 5**

The Pearson logo consists of the word "PEARSON" in a bold, white, sans-serif font, centered within a solid black rectangular background.

**PEARSON**

Developed and published under contract with State of Tennessee Department of Education by the Educational Measurement group of Pearson, a business of NCS Pearson, Inc., 2510 North Dodge Street, Iowa City, Iowa 52245. Copyright © 2012 by State of Tennessee Department of Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of State of Tennessee Department of Education.

## Contents

Introduction to English III .....	4
Content of tests .....	4
Test development .....	4
Test administration .....	4
Tips for Taking the Test.....	5
Preparing for the test.....	5
Before the test .....	5
During the test.....	5
Directions for Using the Item Sampler .....	6
English III Item Sampler .....	41
Answer Key with Reporting Category and Performance Indicator.....	48

## **Introduction to English III**

### **Content of tests**

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

### **Test development**

For the *Tennessee End of Course Assessment*, a staff of writers – composed of both teachers and professional test developers experienced in each of the content areas – researched and wrote the items. Professional editors and content specialists carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately twice as many items as were needed in the final editions of the tests.

After tryout tests were administered, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including particular items and test directions in operational tests.

### **Test administration**

*Tennessee End of Course Assessments* are given to students as they near the end of courses that are included in the program. Tests may be given midyear for block schedules or at the end of the school year.

You will have ample time to read and answer each of the questions. The English III test has been designed to be administered in one session and is not timed.



# **Tips for Taking the Test**

## **Preparing for the test**

- Review this Tennessee End of Course Item Sampler for English III carefully and thoroughly.
- Acquire the Tennessee End of Course Practice Test for English III, and take the test several times.
- Become familiar with the correct way to mark answers on the answer sheet.

## **Before the test**

- Get a good night's sleep. To do your best, you need to be rested.

## **During the test**

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

## **Directions for Using the Item Sampler**

This Item Sampler for English III provides specific information to students and teachers. It contains examples of different item types for each Performance Indicator that may be tested in any given end of course test administration. Performance Indicators have been grouped by Reporting Categories. These Reporting Categories will be used to report information regarding performance on the end of course test to students, teachers, schools, and systems.

The items in this Item Sampler will not be found in the end of course tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the End of Course Assessment Practice Test English III should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

An Answer Key is located in Page 41. Use it to check your answers. Review items that you get wrong.

Read the essay and answer questions 1 through 10.

### The Erie Canal

- 1 Water has always been the easiest and cheapest way to transport goods and people. Think about ancient and modern cities such as Baghdad, Cairo, London, and New York: All were established along great rivers and near harbors and ports. Thousands of years ago, humans realized that they could create their own waterways to connect one body of water, such as a lake, river, or ocean, with another body of water, such as another lake, river, or another ocean. This human-made waterway—similar to a long, shallow ditch—is called a canal. Some of the most famous canals in the world are the Panama Canal, which connects the Pacific Ocean to the Atlantic Ocean; the Suez Canal, which connects the Mediterranean Sea and the Red Sea; and the Erie Canal, which connects the Hudson River to Lake Erie. Canals are really cool places to visit.
- 2 Talk of constructing a canal across the state of New York began in the late 1700s. This canal would stretch more than 360 miles from Albany on the Hudson River to Buffalo on the eastern shores of Lake Erie. Such a canal system would be extremely valuable and beneficial to both the state and the country as a whole. First, the fertile lands west of the Appalachians could be opened more easily for settlement. Second, once more people began settling in this region, they would have a way to ship their agricultural and raw goods to the larger cities of the East. Third, manufactured goods could in turn be sold easily and economically to the farmers and settlers in the West via transport on the canal. However, there were many naysayers to the project. Few believed that such a canal was possible because of the expansive distance and the ruggedness of the land.
- 3 DeWitt Clinton, New York's sixth governor, did not agree with these pessimists. He believed that a canal system could, and should, be built. In 1817, he convinced the New York State Legislature to earmark \$7 million for the canal's construction. The digging of Clinton's Ditch, as the Erie Canal was first negatively nicknamed, began that year on the Fourth of July.
- 4 The canal was finally completed in October of 1825. Governor DeWitt Clinton had the honor of traveling (riding) the first boat to complete the journey from Buffalo to New York City on October 26. The journey took nine days, traversing a total of 363 miles through eighty-three locks with a total elevation change of 573 feet. Every ten miles, cannons fired in celebration of the momentous occasion. Upon reaching the southern tip of Manhattan, Clinton poured a barrel of water from Lake Erie into the Hudson. This "marriage of the waters" as it was called, signified the joining of these two important waterways and an opening of the West to exploration, settlement, and commerce.
- 5 Imagine digging a hole forty feet wide, four feet deep, and 363 miles long without modern earthmoving equipment like backhoes, loaders, and track hoes. This must have been a backbreaking feat indeed! Thousands of men worked twelve- to fourteen-hour days on the canal project clearing the land and digging the canal with axes, picks, and shovels. The first part of the canal—the ninety-six miles from Utica to Rome—was completed in 1819. This was a swampy area that interestingly was easier to dig in winter than summer. The next part of the canal to be finished was closer to Niagara. The engineers had to contend with miles of solid bedrock and about sixty feet of elevation drop.
- 6 The country changed dramatically after the Erie Canal's completion. Tens of thousands of settlers began pouring into the Ohio Valley. Raw materials and goods shipped up and down the Hudson and across the canal network, just as proponents of the project had anticipated. Soon, New York Harbor became the busiest port on the East Coast and one of the most important in the world.
- 7 What started out as Clinton's Ditch became known not only as an engineering marvel of its time, but by many it was considered the Eighth Wonder of the World, as significant to the world as the pyramids of Egypt and Great Wall of China.

## Reporting Category: Writing and Research

**Performance Indicator:** 3003.3.4 Select the most precise word from a given list of synonyms.

1. In Paragraph 6, which word could replace proponents?

- ☐ A investors
- ☐ B engineers
- ☐ C supporters
- ☐ D challengers

**Performance Indicator:** 3003.3.13 Identify the targeted audience for a selected passage.

2. Which sentence from Paragraph 5 shows correct use of parallelism?

- ☐ A This must have been a backbreaking feat indeed!
- ☐ B Thousands of men worked twelve- to fourteen-hour days on the canal project clearing the land and digging the canal with axes, picks, and shovels.
- ☐ C The first part of the canal—the ninety-six miles from Utica to Rome—was completed in 1819.
- ☐ D This was a swampy area that interestingly was easier to dig in winter than summer.

**Performance Indicator:** 3003.3.7 Select the thesis statement in a writing sample or passage.

3. Which is the thesis statement of "The Erie Canal"?

- ☐ A Water has always been the easiest and cheapest way to transport goods and people.
- ☐ B This human-made waterway—similar to a long, shallow ditch—is called a canal.
- ☐ C In 1817, he convinced the New York State Legislature to earmark \$7 million for the canal's construction.
- ☐ D The country changed dramatically after the Erie Canal's completion.

**Performance Indicator:** 3003.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

4. Which reordering of paragraphs supports the chronological organization of the essay?

- ☐ A move Paragraph 1 after Paragraph 3
- ☐ B move Paragraph 2 after Paragraph 4
- ☐ C move Paragraph 4 after Paragraph 5
- ☐ D move Paragraph 6 after Paragraph 7

**Performance Indicator:** 3003.3.11 Determine the writer's purpose in a writing sample.

5. For which audience is "The Erie Canal" most likely written?

- ☐ A tourists
- ☐ B students
- ☐ C civil engineers
- ☐ D business owners

**Performance Indicator:** 3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

6. Which sentence in the essay should be deleted because it is irrelevant?

- ☐ A Canals are really cool places to visit.
- ☐ B However, there were many naysayers to the project.
- ☐ C The next part of the canal to be finished was closer to Niagara.
- ☐ D Tens of thousands of settlers began pouring into the Ohio Valley.

## Reporting Category: Informational Text

### Numbers 9 through 10

**Performance Indicator:** 3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

7. Which sentence **best** reveals the author's attitude toward the construction of the Erie Canal?

- ☐ A Water has always been the easiest and cheapest way to transport goods and people.
- ☐ B Such a canal system would be extremely valuable and beneficial to both the state and the country as a whole.
- ☐ C Upon reaching the southern tip of Manhattan, Clinton poured a barrel of water from Lake Erie into the Hudson.
- ☐ D Imagine digging a hole forty feet wide, four feet deep, and 363 miles long without modern earthmoving equipment like backhoes, loaders, and track hoes.

## Reporting Category: Logic

### Numbers 8 through 8

**Performance Indicator:** 3003.5.4 Analyze cause-effect relationships in text.

8. According to the essay, what effect did the construction of the canal have on the United States as a whole?

- ☐ A increased migration to the west
- ☐ B decreased use of natural resources
- ☐ C decreased trade with European nations
- ☐ D increased pollution in New York waterways

**Performance Indicator:** 3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.

9. Read this sentence from Paragraph 2.

Such a canal system would be extremely valuable and beneficial to both the state and the country as a whole.

Which statement provides supporting information for the sentence?

- ☐ A New York designated \$7 million for the project.
- ☐ B Canals have been built throughout the world's history.
- ☐ C Many people would be able to use the canal for shipping.
- ☐ D Most of the canal would have to be built with picks and shovels.

**Performance Indicator:** 3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.

10. How does the organization of "The Erie Canal" support the author's purpose?

- ☐ A It narrates the story of an event that shaped history.
- ☐ B It describes a problem and then explains various solutions.
- ☐ C It compares and contrasts similar projects around the world.
- ☐ D It informs about the beneficial effects of a controversial project.



**Reporting Category: Language**

Numbers 11 through 11

**Performance Indicator:** 3003.1.12 Identify the language of origin from which a set of words is borrowed.

11.

**Which of these is most likely the Latin root for the words visit, vision, and visible?**

- ☐ A *vibrare* – to wave
- ☐ B *vidare* – to separate
- ☐ C *videre* – to see
- ☐ D *vivere* – to live

**Reporting Category: Communication and Media**

Numbers 12 through 12

**Performance Indicator:** 3003.2.4 Discern the structure of a complex speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

12.

**Read this excerpt from a speech.**

The lack of salmon returning to our area streams signals a crisis. People living in the city must understand how their choices impact the natural surroundings we all love. Pesticides and fertilizers used on lawns soak into the ground and end up in our streams. Oxygen levels drop, algae blooms, and fish disappear.

**Which organizational pattern best describes the overall structure of the speech?**

- ☐ A sequential
- ☐ B cause-effect
- ☐ C problem-solution
- ☐ D comparison-contrast

**Reporting Category: Writing and Research**

Numbers 13 through 13

**Performance Indicator:** 3003.4.6 Identify information that must be cited or attributed within a writing sample.

13.

**Read this excerpt from a paper about the Soviet Union.**

The supposed purpose of the collectivization of agriculture was to finance the industrialization of the new Soviet Union. Although industrialization progressed steadily, agricultural output did not meet the high expectations of the Soviet government. Though some have blamed this on the Soviet policy regarding the kulaks, the kulaks comprised less than 4 percent of the peasant population. Therefore, the kulaks would most likely not have had a significant impact on agricultural production.

**Which sentence requires a citation?**

- ☐ A The supposed purpose of the collectivization of agriculture was to finance the industrialization of the new Soviet Union.
- ☐ B Although industrialization progressed steadily, agricultural output did not meet the high expectations of the Soviet government.
- ☐ C Though some have blamed this on the Soviet policy regarding the kulaks, the kulaks comprised less than 4 percent of the peasant population.
- ☐ D Therefore, the kulaks would most likely not have had a significant impact on agricultural production.

**Reporting Category: Communication and Media**

Numbers 14 through 14

**Performance Indicator:** 3003.7.4 Infer the mood represented in a non-print medium.

14.

**Look at this photograph.****Which word describes the mood elicited by the photograph?**

- ☐ A ecstatic
- ☐ B dynamic
- ☐ C dignified
- ☐ D ethereal

Read the memoir and answer questions 15 through 20.

### Life Under the Rocks

For much of our early lives, we are told what to study. We really have little choice in the matter. We read the assignments, answer the questions, and take the tests. Then we move to the next subject that, however important, has been prescribed by others as a medicine to cure what ails us.

At some point, we become responsible for choosing what to study. I am not speaking of course electives. I am talking about what our passion in life will be. I am talking about the kinds of decisions we make for ourselves when deciding what we want to be when we grow up, which is another way of saying what we want to study after school for the rest of our lives. I am talking about the passion that we find for that particular little bit of the world that we will mark off as our own. That happened to me one day in 1967 when I was still taking classes others had decided I would take. The space race was in full tilt, and if you were interested in science, you should be studying rocket science, or so I was led to believe. You've heard of people who turned over a new leaf? Well, I turned over an old rock, and that is how it all started.

When I was a young boy, I was walking home from Castle Creek Elementary School. Running along the boundary of the school, as one might anticipate from its name, was the thin, silvery ribbon known as Castle Creek. It was a very small creek, and it probably deserved to be named after a much smaller building than a castle, perhaps Bus Shelter Creek or even Crackerbox Creek. No more than two to three inches deep in most places, the creek measured only about two feet across. Why I chose to stop and dally on the margins of the creek that particular day I cannot say. The fact that I did turned out to be the most important decision I have ever made.

The odd, square outlines of a particular flat stone caught my attention. Located on the edge of the creek, it was half sunk in the water, with the other half resting on the mud and gravel of the shore. Grabbing one edge, I easily flipped it over. I don't know what I expected to see, but what I saw was a vision of another world. That oddly square stone was a door I had opened to another world, or perhaps a page I had just turned to a new chapter.

And what a world it was! Snails clung to the upper, drier part of the stone. They appeared to be consuming the algae that thrived on the underside of the rock. The instant I turned over the rock, a small black salamander wriggled deeper into the pebbles in the wet portion under the water. It shocked me to see how bright his wet skin was, for as it caught the late afternoon light, it almost seemed to magnify it as it reflected it. Orange and yellow dots looked back at me from under the rippling water. Then I noticed what I thought was a clam, though I learned later it was a freshwater mussel. Up until that moment, I had never known that we had such creatures in that little creek. Somehow, they seemed to belong to the ocean, a world away.

After a few minutes, I carefully replaced the rock, trying to leave it just as I had found it. In the years to come, I went back to that rock many times, and I explored the banks of Castle Creek for mile after mile. I began studying biology, specifically the kinds of life that live under the rocks, in the places between land and water. I have visited many other creeks all around the world, turned over many old rocks in faraway places, and have written about what I discovered in those new worlds under the rocks many times. I did not study the world under the rocks because someone thought I should. I studied that world because I had discovered it myself and found it interesting. In turning over that oddly square rock on that one particular day, I found the passion that has governed my life ever since. I found my life under that rock.

## Reporting Category: Writing and Research

**Performance Indicator:** 3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

15. Which sentence from the memoir best shows the author's attitude about self-reliance?
- ☐ A We really have little choice in the matter.
  - ☐ B At some point, we become responsible for choosing what to study.
  - ☐ C The fact that I did turned out to be the most important decision I have ever made.
  - ☐ D In turning over that oddly square rock on that one particular day, I found the passion that has governed my life ever since.

## Reporting Category: Literature

Numbers 16 through 20

**Performance Indicator:** 3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.

16. How would the passage differ if it were written from a third-person limited point of view?
- ☐ A It would not describe the day at the creek.
  - ☐ B It would include the thoughts of other people.
  - ☐ C It would change the tone from light to ardent.
  - ☐ D It would not include the narrator's inner thoughts.



**Performance Indicator:** 3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

17. **Read this sentence from the memoir.**

That oddly square stone was a door I had opened to another world, or perhaps a page I had just turned to a new chapter.

**The author uses the metaphors in the sentence to**

- ☐ A outline the scientific method.
- ☐ B suggest why people enjoy reading.
- ☐ C create excitement about the unknown.
- ☐ D emphasize the reasons for studying nature.

**Performance Indicator:** 3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

18. **The author reveals his character mainly by**

- ☐ A making direct statements about himself.
- ☐ B explaining what others think about him.
- ☐ C contrasting himself with other people.
- ☐ D describing the actions he takes.

**Performance Indicator:** 3003.8.12 Locate words or phrases in a passage that provide historical or cultural cues.

19. **Which word pair provides clues about the historical time period of the memoir?**

- ☐ A medicine, prescribed
- ☐ B studying, biology
- ☐ C creek, vision
- ☐ D space, race

**Performance Indicator:** 3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.

20. **Which sentence from the memoir best identifies the influence of Castle Creek on the author's later life?**

- ☐ A I am talking about the kinds of decisions we make for ourselves when deciding what we want to be when we grow up, which is another way of saying what we want to study after school for the rest of our lives.
- ☐ B Located on the edge of the creek, it was half sunk in the water, with the other half resting on the mud and gravel of the shore.
- ☐ C Then I noticed what I thought was a clam, though I learned later it was a freshwater mussel.
- ☐ D I have visited many other creeks all around the world, turned over many old rocks in faraway places, and have written about what I discovered in those new worlds under the rocks many times.

## Reporting Category: Logic

Numbers 21 through 22

Performance Indicator: 3003.5.10 Identify a false premise in text.

21.

**Read the paragraph.**

(1) All students want to go to college after they graduate from high school. (2) Knowing that fact, students should study hard in school. (3) This will help them to have better grades, which will help them get accepted into the schools of their choice. (4) They should also make sure they take college entrance exams several times to get the best scores possible.

**Which sentence from the paragraph is an example of a false premise?**

- ☐ A sentence 1
- ☐ B sentence 2
- ☐ C sentence 3
- ☐ D sentence 4

Performance Indicator: 3003.5.12 Select an additional sentence to add to an argument within a persuasive text.

22.

**Read the paragraph.**

Girls who play sports will find great success in their future endeavors later in life. In a recent poll, more than 80 percent of the women who considered themselves happy and successful reported that they had played sports during their childhood and teenage years. It is for this reason, and many others, that I feel it is a good idea for our community to offer more sporting opportunities for young women. Right now, we only offer dance and gymnastics. We need to provide girls with a chance to try many other types of physical activities.

**Which sentence is the best addition to this persuasive text?**

- ☐ A Girls who start dance at a young age are more coordinated than girls who do not.
- ☐ B Girls who play contact sports suffer more physical injuries than their male teammates.
- ☐ C Girls and boys need to have separate teams so that everyone has a chance to play during a game.
- ☐ D Girls gain many health and emotional benefits by playing sports, and they develop more self-confidence.

**Reporting Category: Communication and Media**

Numbers 23 through 24

**Performance Indicator:** 3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).

23.

**Read this excerpt from a speech given by a political candidate.**

If we do not put the education of our children first, who will? I promise that if I am elected I will do everything in my power to support our students and teachers in their common goal to excel. I want the young people in our state to be prepared for the challenges they will face upon graduation. I want them to feel empowered and to be sure of their ability to succeed. If we do not believe in our young people, who will?

**Which device is used in the excerpt?**

- ☐ A analogy
- ☐ B hyperbole
- ☐ C rhetorical question
- ☐ D parallelism and repetition

**Performance Indicator:** 3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.

24.

**Students running for a student council office will either have their campaign speeches videotaped and broadcast to the student body on closed-circuit television monitors or recorded and played over the intercom.**

**Which option states the most probable drawback of broadcasting the speeches on television?**

- ☐ A The speeches would not sound as good as they would over the intercom.
- ☐ B Seeing the candidates on the television might make the student body feel disassociated from them.
- ☐ C Students might make their decisions based on the candidate's appearance rather than the content of the speech.
- ☐ D The editing of the video could be confusing for viewers and prevent them from understanding each candidate's message.



Read the Web page and answer questions 25 through 32.



## Exploring Tennessee Trails



Exploring Tennessee Trails is your monthly online guide to hiking in Tennessee. The site is edited by seasoned Tennessee hikers. With well over 1,500 trails to hike in the Volunteer State, you'll likely never run out of places to visit and trails to follow. Each month we will describe four popular and scenic trails, providing this linked information about each:

- ☒ what you will see on this hike
- ☒ a map of the trail
- ☒ a mile-by-mile-description of the trail
- ☒ important facts about the trail, such as length, elevation gain, and special attractions
- ☒ a photo slide show of various points along the trail

### This Month's Featured Hikes

The guide offers five exciting destinations, complete with maps, photos, descriptions and tips. Take a look at these trails as you plan your upcoming hike in the beautiful state of Tennessee.

**HIKE 1 Appalachian Trail Segment**  
Clingman's Dome to Spence Field: If you've never hiked any part of the Appalachian Trail, this 22-mile hike is challenging but beautiful and filled with natural history lessons. You will climb hills and encounter gaps and mountain peaks. The trail is mostly paved and you will have a lunch break at Silers Bald Shelter. You will take shelter for the evening at Derrick Knob. Day 2 of the hike takes you through Beechnut Gap to Thunderhead Mountain, across Rocky Top and back to the Cades Cove Ranger Station.

**HIKE 2 Chimney Tops**  
This two-mile hike offers a variety of scenery including rocky outcroppings, rushing streams, and dramatic viewpoints. A popular hike, this trail will likely be crowded with fellow outdoors enthusiasts. This is a challenging hike because the first half of the hike is a low-grade incline, but hikers have to climb approximately 900 feet in the last mile through challenging terrain.

**HIKE 3 Alum Cave Bluffs to Mount LeConte**  
Combined, these two destinations total approximately 11 miles and the rise in elevation is 2,700 feet. It is the most demanding of the hikes, but the views are well worth the effort. This trail offers a diversity of natural attractions like unusual rock formations, such as the Eye of the Needle on Duck Hawk Ridge, through which hikers can see sunlight through a hole in the ridgeline. Hikers will traverse next to rushing creeks and witness many other breathtaking views of unspoiled nature. The trail to the top of Mount LeConte, with a return through beautiful Rainbow Falls and the Bull Head trail, is an invigorating trek. Hiking through an old-growth forest is a highlight of this trip. Remember to pack extra layers of clothing as the elevation here is 6,000 feet and the air can get chilly.

**HIKE 4 Bearwaller Gap Trail**  
With 11.2 miles of distance to cover, the Bearwaller Trail follows the shore of beautiful Cordell Hull Lake for five miles. Later, it enters an area of natural rock formations, waterfalls, and old homesites.

Many years ago, black bears were still plentiful in Tennessee, and people would often see them in areas of the woods that provided shade and moist soil. People said the bears were wallowing, or in the local dialect "wallerin'." Local people named one of these places "Bearwaller" Gap. Depressions around the gap remain from the old days when bears casually ambled toward the areas and rolled around under the trees in the cool, damp soil.

Trailside camping is allowed only at Two Prong primitive camping area. It's a pleasant hike to the campground and takes about 1-1.5 hours of backpacking to get there. The campsite has several large flat areas to pitch tents, picnic tables, and a shelter for one or two people. There is a fire ring for the campfire. No permit or special permission is required to camp there; however, you should register in and out at the trail entrances. Developed campsites are offered at Defeated Creek Campground.

The remainder of the hike is not as easy as the first part. The four-mile trail features many elevation changes, but there are beautiful lookout places above the lake and waterfalls at other spots along the way. Overall, the hike is a little less than 6 miles one way, but some people say this hike seems longer by the time you complete it. There is no fee for trail use or parking.

## Reporting Category: Writing and Research

### Numbers 25 through 26

**Performance Indicator:** 3003.4.4 Evaluate the validity of Web pages as sources of information.

25. Which Web site is best to find additional information about where to stay overnight during Hike 3?

- ☐ A [www.tennesseehikes.com/trails\\_bullheadtrail](http://www.tennesseehikes.com/trails_bullheadtrail)
- ☐ B [www.campingequipment.com/tents\\_supplies](http://www.campingequipment.com/tents_supplies)
- ☐ C [www.mountleconte.gov/trailhikes\\_camping](http://www.mountleconte.gov/trailhikes_camping)
- ☐ D [www.duckhawkridge.net/rock\\_formation](http://www.duckhawkridge.net/rock_formation)

**Performance Indicator:** 3003.4.5 Determine which statement presents an opposing view from those stated on a Web page.

26. Which statement contradicts information on this Web page?

- ☐ A The Appalachian Trail is best for beginning hikers.
- ☐ B The Bearwaller Gap Trail is named after black bears.
- ☐ C The trail to Mount LeConte is full of natural attractions.
- ☐ D The trail at Chimney Tops is a favorite hike in the area.

## Reporting Category: Communication and Media Numbers 27 through 27

**Performance Indicator:** 3003.2.2 Distinguish between a summary and a paraphrase.

27.

**Read this excerpt from the Web page.**

The remainder of the hike is not as easy as the first part. The four-mile trail features many elevation changes, but there are beautiful lookout places above the lake and waterfalls at other spots along the way.

**Which is a paraphrase, not a summary, of the excerpt above?**

- ☐ A The remainder of the hike is not easy; the four-mile trail has many elevation changes, and there are beautiful lookout places along the way.
- ☐ B Many beautiful lookouts can be seen along the remainder of the four-mile hike, which is not as easy as the beginning because of the elevation changes.
- ☐ C The end of the four-mile hike is more difficult than the beginning because this part of the trail inclines and declines often. Hikers will view many interesting attractions that can be seen as they trek along this trail.
- ☐ D Hikers can see beautiful lookout places above the lake and waterfalls, as well as other interesting spots, as the elevation changes along the four-mile trail. The remainder of the trail is not as easy for hikers as the first part of the trail.

## Reporting Category: Logic Numbers 28 through 28

**Performance Indicator:** 3003.5.2 Choose a logical word to complete an analogy.

28.

**Choose the correct word to complete the analogy.**

Dramatic is to breathtaking as complex is to \_\_\_\_\_.

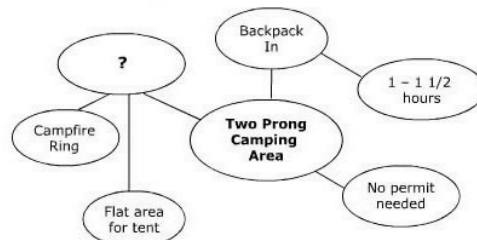
- ☐ A exhilarating
- ☐ B stimulating
- ☐ C wallowing
- ☐ D intricate

## Reporting Category: Informational Text Numbers 29 through 29

**Performance Indicator:** 3003.6.2 Analyze information presented graphically in a complex informational or technical passage.

29.

**Look at this graphic organizer.**



**Which phrase best completes the graphic organizer?**

- ☐ A picnic tables
- ☐ B primitive camping
- ☐ C register at trailhead
- ☐ D natural rock formations

## Reporting Category: Communication and Media Numbers 30 through 32

**Performance Indicator:** 3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

30.

**Including a link to maps of the trails makes the Web page more**

- ☐ A unusual.
- ☐ B attractive.
- ☐ C informative.
- ☐ D entertaining.

**Performance Indicator:** 3003.7.4 Infer the mood represented in a non-print medium.

31.

**Which word describes the mood most likely created for viewers of the Web page?**

- ☐ A awed
- ☐ B annoyed
- ☐ C interested
- ☐ D intimidated

**Performance Indicator:** 3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.

32.

**What information can this Web page provide about hiking in Tennessee that a newspaper article cannot?**

- ☐ A detailed maps of the trails
- ☐ B important facts about the trails
- ☐ C descriptions of the hiking terrain
- ☐ D a photo slide show of the four hikes

**Reporting Category: Writing and Research**

Numbers 33 through 35

**Performance Indicator:** 3003.3.3 Select the most vivid and compelling word to strengthen a description.

33.

**Read the sentence.**

Ben tried to fit too many activities into his already busy schedule; \_\_\_\_\_, he had trouble keeping apprised of all the changes within each organization.

**Which transitional word best connects the two independent clauses?**

- ☐ A consequently
- ☐ B however
- ☐ C nevertheless
- ☐ D ultimately

**Performance Indicator:** 3003.3.11 Determine the writer's purpose in a writing sample.

34.

**Read this excerpt from an essay.**

After months of practicing and preparing, I walked onto the stage excited to perform and showcase my talent. However, once I got on the stage and faced the audience, I froze. My limbs became numb and I could scarcely remember my name, let alone the piece I was to perform. All those hours of practicing flew out the window and I stood like a statue in the spotlight. That day, I learned that like thousands of other people, I had a fear of performing in public. I had stage fright. While many people think that stage fright is simply a reaction to a stressful situation, scientists are currently investigating a possible genetic cause of an introverted personality. Some psychological studies show that people with introverted personalities are more susceptible to stage fright.

**What is the purpose of this essay?**

- ☐ A to convince readers
- ☐ B to share information
- ☐ C to describe something
- ☐ D to communicate a story



**Performance Indicator:** 3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

35.

**Read this paragraph.**

The new supermarket on Route 17 opened six months ago. It has the biggest inventory of any supermarket in town. The store carries most products found in any supermarket. In addition, it carries an inferior store brand, Thompson Farms. Thompson Farms products are generally less expensive than the name brands. Some people have reported that they are also less tasty. Nevertheless, the supermarket gives customers the choice of saving money on many products.

**Which sentence reveals the writer's attitude about Thompson Farms products?**

- ☐ A In addition, it carries an inferior store brand, Thompson Farms.
- ☐ B Thompson Farms products are generally less expensive than the name brands.
- ☐ C Some people have reported that they are also less tasty.
- ☐ D Nevertheless, the supermarket gives customers the choice of saving money on many products.

## Reporting Category: Logic

Numbers 36 through 36

**Performance Indicator:** 3003.5.5 Select the persuasive device used in an ad or speech (i.e., bandwagon, loaded words, testimonials, name-calling, plain folks, misuse of statistics, transfer, card stacking).

36.

**Look at this advertisement.**



**The Carpet King**

The Best Vacuum Cleaner You'll Ever Have



*"The Carpet King has been amazing. We've had one for twenty years now. It doesn't break down and keeps picking up our dirt." -Mae Quentin*

*"I tried other vacuums and had to replace them after a few years. Then I tried The Carpet King, and it's been my only vacuum for the past seventeen years." -Sally Shepherd*

*"It picks up dirt my other vacuum never could pick up." -Ronda Merchant*

**Satisfied Customers:** That's what we're about.

**Which persuasive device does this advertisement use?**

- ☐ A transfer
- ☐ B red herring
- ☐ C testimonials
- ☐ D card stacking



Read the presentation prepared by a group of students and answer questions 37 through 43.

### How to Make Your Home More Energy Efficient

- 1 Hi, my name is Jennifer Landon, and my partner is Courtney Ginerich, and we are going to tell you just a few ways you can make your home more energy efficient. I am going to focus on things you can do inside the house, and Courtney is going to focus on things you can do outside.
- 2 Perhaps the most important thing you can do inside your house to make it more energy efficient is to use proper insulation. Depending on the size of your home and what insulation you currently have, this could be a huge job. Insulation works just like an ice chest. It prevents heat from travelling to cooler places. In the winter, insulation helps keep the heat inside your house, and in the summer, it helps keep the heat outside.
- 3 If you are a fix-it type person, you may be able to insulate your attic yourself. You can buy rolls of insulation and roll them out on the floor of your attic or staple them to the underside of your roof. The most effective kind of insulation is usually sprayed, however, and unless you have the equipment to spray it, you may want to hire someone to do it. Insulation is one of the solutions to an energy efficient home. Without it, you will simply be heating and cooling the great outdoors, and that job is too enormous for your furnace or air conditioner.
- 4 One of the easiest things you can do to save energy is to replace old incandescent light bulbs with newer compact fluorescent lamps (CFLs). All you need to do is buy some CFLs, unscrew the old bulbs and put the new ones in. The money you save on energy will more than compensate you for the cost of the CFLs, and it is as easy as ... well ... changing a light bulb.
- 5 Another thing you can do is look at your appliances. Appliances and home electronics consume about 20% of the average American's energy bill. Older models of washers, dryers, refrigerators and dishwashers tend to use significantly more energy than most models available today. When it is time to update your appliances, look specifically for appliances that carry tags certifying their energy savings capacity. In stores, these appliances will have blue stickers, meaning that the Environmental Protection Agency has certified these products as being energy efficient. You may not want to replace all of your appliances at once, for that could get expensive, but when the time comes, simply select a model that uses less energy. All these steps are actions you can take inside your home to make it more energy efficient.
- 6 My name is Courtney Ginerich, and I am going to talk about what you can do outside your home. Let's begin by talking about your landscaping. One of the simplest things you can do to save energy is to plant trees and shrubs around your home. Trees provide shade in the summer, and this can significantly reduce your air conditioning bill. For optimal shade, tree varieties that will grow with tall crowns (about 50 feet or more) should be planted on the south side of your home, and trees that will grow shorter crowns (less than 50 feet) on the west side. Since the sun is at different angles when it is south and when it is west, these different heights will maximize the shade the trees provide. In addition, you should usually plant deciduous trees. These provide maximum shade in the summer but lose their leaves for the winter, thus allowing the sun to help warm your house when the outside air is cold.
- 7 When planting shrubs, it is important to place them strategically. Do not, for example, plant big things in a place that will stop the wind. Instead plant shrubs and bushes in places that will help provide shade to the sides of your house. Please do not forget your air conditioner. Shading it can increase its efficiency considerably. A tall shrub or a small tree will do the trick to help shield the unit from the sun's direct rays.
- 8 Jennifer told you some things you can do inside your home, and I related some things you can do outside. Of course, there are other steps you can take as well, but if you start with these, you have a good start.

## Reporting Category: Writing and Research

**Performance Indicator:** 3003.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

37. What is the **best** order for Paragraphs 4, 5, 6, and 7?

- ☐ A 7, 4, 5, 6
- ☐ B 4, 7, 5, 6
- ☐ C 5, 4, 6, 7
- ☐ D no change

**Performance Indicator:** 3003.3.4 Select the most precise word from a given list of synonyms.

38. Read this sentence from Paragraph 7.

Do not, for example, plant big things in a place that will stop the wind.

Which is the **most vivid** revision of the sentence?

- ☐ A Do not, for example, plant tall, thick hedges in a place that will block a cool, summer breeze.
- ☐ B Do not, for example, plant large vegetation in a place that will prevent the wind from blowing on the house.
- ☐ C Do not, for example, put very large shrubs in the ground if their location will keep the wind away.
- ☐ D Do not, for example, put bushes in places that will greatly stop the breeze.

## Reporting Category: Informational Text

### Numbers 39 through 40

**Performance Indicator:** 3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.

39. **What is the main idea of the presentation?**

- ☐ A Most people have homes that lack energy efficiency.
- ☐ B Making a home energy efficient can involve significant cost.
- ☐ C Proper landscaping helps to make a home more energy efficient.
- ☐ D People can take several steps to make their homes energy efficient.

**Performance Indicator:** 3003.6.4 Synthesize information across multiple complex informational or technical texts.

40. **Which statement is supported in both sections of the oral report?**

- ☐ A The government offers help in making a home energy efficient.
- ☐ B Energy efficiency has more benefits than just saving money.
- ☐ C A home can be energy efficient more easily than a business.
- ☐ D Energy efficiency is fairly simple for people to achieve.

## Reporting Category: Communication and Media

### Numbers 41 through 41

**Performance Indicator:** 3003.2.6 Select the most appropriate strategies for participating productively in a team (e.g., contributing relevant and appropriate information that moves the team toward its goals; understanding the purpose of working as a team and working according to that purpose; assigning and developing roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team).

41. **Which strategy do Courtney and Jennifer use to work effectively as a team on this presentation?**

- ☐ A One raises specific issues that the other one addresses.
- ☐ B Each one gives specific information that the two then compare.
- ☐ C They divide the information into sections, and each takes a different section.
- ☐ D They divide the tasks into research and speaking, and each takes a different task.

## Reporting Category: Writing and Research

### Numbers 42 through 42

**Performance Indicator:** 3003.4.1 Select the research topic with the highest degree of focus.

42. **Which research topic is most focused?**

- ☐ A the benefits of planting trees
- ☐ B the effects of climate on energy use
- ☐ C how technology improves the energy efficiency of appliances
- ☐ D why sprayed insulation is more efficient than rolled insulation

---

**Reporting Category: Communication and Media**  
Numbers 43 through 43

---

**Performance Indicator:** 3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

43. Which graphic would **best** support the information in Paragraph 3?

- ☐ A a diagram showing how insulation inhibits heat transfer
- ☐ B photographs of homes that have recently been insulated
- ☐ C a table listing the different materials that can be used as insulation
- ☐ D illustrations of someone rolling insulation and someone spraying it

---

**Reporting Category: Language**  
Numbers 44 through 47

---

**Performance Indicator:** 3003.1.10 Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.

44.

**Read this sentence.**

Dawn was asked to serve as the emcee of the candidate forum, which was hosted by the school, and while she agreed, she did not like it at all.

**What does the underlined pronoun refer to in this sentence?**

- ☐ A being asked to emcee
- ☐ B serving as the emcee
- ☐ C the candidate forum
- ☐ D the school as host

Performance Indicator: 003.1.12 Identify the language of origin from which a set of words is borrowed.

45.

Which word is **most** likely derived from *ferre*, the Latin word that means "carry"?

- ☐ A deference
- ☐ B reference
- ☐ C ferocity
- ☐ D ferrous

Performance Indicator: 3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.

46.

Read these sentences.

Linda dominated the last three relay races.  
She should perform better at the competition today.

Which sentence uses an adjective clause to combine the above sentences?

- ☐ A Dominating at the last three relay races, Linda should perform better at today's competition.
- ☐ B Linda dominated the last three relay races and should perform better at today's competition.
- ☐ C Linda, who dominated the last three relay races, should perform better at today's competition.
- ☐ D Even though Linda should perform better at today's competition, she dominated the last three relay races.

**Performance Indicator:** 3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/ course, farther/further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).

47.

Which sentence uses allusions or illusions correctly?

- ☐ A Understanding the poem required comprehending the web of allusions the poet used.
- ☐ B Miranda had no allusions about the challenges facing her in her new leadership role.
- ☐ C The illusions employed by the speakers seemed too complicated for most listeners to follow.
- ☐ D Riley arrived at a valuable interpretation of the illusions by looking up references in the dictionary.



Read the speech and answer questions 48 through 56.

### Public Transportation in Our City

Ladies and Gentlemen,

I want to begin by telling you about some people I know. Emily Sanders moved here last year to become a student at the university. Because rent near the university is so expensive, Emily had to live across town. Nonetheless, she had to be at the university every day. She had no car and no means to afford one, so she decided to buy a bike and ride it across town to get to school. One day in January, while she was riding down Chatula Street, her bike hit a patch of ice and skidded into a parked car. Emily broke her ankle and ended up dropping out of school because she had no transportation.

Randall Williamson works downtown. He and his family live in Spring Valley because they cannot afford to live any closer to his work. Every day Randall makes a one-hour commute each way from Spring Valley to his office downtown.

Martin McLeod is ninety-four years old. He is still in good health, but he no longer drives, and when he goes to the doctor or the grocery store, someone must pick him up and take him.

Emily, Randall, and Martin are all examples of people who would benefit if our city invested in a more comprehensive public transportation system. They are not the only ones, for I am convinced that you, too, would benefit. Let me explain why.

Currently, most transportation in our city takes place in private vehicles, but an automobile is an extraordinarily inefficient way to move large numbers of people. Consider first the cost. Let's say Hannah buys a used car for \$10,000 and uses it for ten years. She is spending \$1,000 per year just to own a car. Add to that the cost of insurance, gas, parking, registration, safety inspections, oil changes, tune-ups and other maintenance, and then repairs. Hannah can easily spend \$4,000 per year to drive her car, and that figure is probably low for most people. Suppose, however, the city had a public transit system that could take Hannah within a few blocks of anywhere she wanted to go within the city. Hannah could probably cover her transportation costs within the city for less than \$300 a year.

But Hannah is just one person, and the 2011 commuter report released by the city estimates that we have more than 700,000 cars on the road every day. Multiply Hannah by 700,000, and the cost of driving cars in our city begins to look pretty staggering. If everyone took public transportation instead of driving a car, we would put more than \$2.5 billion back into the pocketbooks of our residents.

In addition to the financial benefits, public transportation would greatly improve the quality of life within the city. Here are some ways it would do this.

Public transportation reduces traffic. This means that people who never use a bus or rail system still benefit from it. That one-hour commute may turn into forty minutes, giving you an extra forty minutes a day to spend at home with your family.

Public transportation reduces the need for parking. Our city has untold square miles of concrete parking lots spread everywhere. What if the need for parking were cut in half? Would you rather see parking lots or parks scattered throughout the city? Parking garages are a horrible use of valuable urban land.

Public transportation helps the environment. Removing cars from the highway results in lower greenhouse gas emissions. This saves energy, results in cleaner air, and helps reduce global warming.

Public transportation reduces the need for the city to maintain existing roads and to build new ones. Fewer cars mean less wear and tear on our highway infrastructure.

All these reasons and more scream for us to invest in a public transportation system, but there is a cost. Commuter rail and bus systems require vehicles and staff in order to run, and these cost money. Is the cost worth it? Before you answer that question, understand that part of the cost will be borne through user fees. Hannah will pay \$300 a year to use the system. Also understand that much of the remaining cost can be offset by saving some of the cost of maintaining current infrastructure and by reducing the need to construct new roads. This savings can be reallocated to help fund a public transportation system. When all is said and done, then, the final, real cost of a public transportation system is less than you might think.

So, here is the situation. If we invest in a public transportation system, students like Emily and the elderly like Mr. McLeod will have access to safe, reliable transportation. Commuters like Randall will benefit whether they use the system or not. Many residents will save thousands of dollars a year on their transportation costs, and others will have more time for their families and friends. We will be helping the environment and perhaps making a greener city by adding more trees and increasing our grasslands. Our city needs to invest in public transportation. Isn't this really something you need to contemplate?

## Reporting Category: Logic Numbers 48 through 56

**Performance Indicator:** 3003.5.3 Evaluate text for fact and opinion.

48. Which sentence from the speech contains only facts?
- ☐ A She had no car and no means to afford one, so she decided to buy a bike and ride it across town to get to school.
  - ☐ B Currently, most transportation in our city takes place in private vehicles, but an automobile is an extraordinarily inefficient way to move large numbers of people.
  - ☐ C In addition to the financial benefits, public transportation would greatly improve the quality of life within the city.
  - ☐ D When all is said and done, then, the final, real cost of a public transportation system is less than you might think.

**Performance Indicator:** 3003.5.4 Analyze cause-effect relationships in text.

49. According to the speech, what is one effect of implementing a public transportation system in the city?
- ☐ A It will create jobs.
  - ☐ B It will reduce air pollution.
  - ☐ C The cost of owning a car will decrease.
  - ☐ D The cost of travelling within the city will decrease.

**Performance Indicator:** 3003.5.5 Select the persuasive device used in an ad or speech (i.e., bandwagon, loaded words, testimonials, name-calling, plain folks, misuse of statistics, transfer, card stacking).

50. **Read these paragraphs from the speech.**

Randall Williamson works downtown. He and his family live in Spring Valley because they cannot afford to live any closer to his work. Every day Randall makes a one-hour commute each way from Spring Valley to his office downtown.

Martin McLeod is ninety-four years old. He is still in good health, but he no longer drives, and when he goes to the doctor or the grocery store, someone must pick him up and take him.

**Which persuasive device does the author use in the paragraphs?**

- ☐ A plain folks
- ☐ B bandwagon
- ☐ C testimonials
- ☐ D card stacking

**Performance Indicator:** 3003.5.7 Differentiate between the implied and stated evidence of a given argument.

51. **Which statement does the author imply by citing statistics in the speech?**

- ☐ A Most people can afford to own a car.
- ☐ B Most people pay too much when purchasing a car.
- ☐ C Most people are unaware of how much it costs to own a car.
- ☐ D Most people save money by keeping a car for at least ten years.

**Performance Indicator:** 3003.5.8 Determine whether a given argument employs deductive or inductive reasoning.

52. **Read this paragraph from the speech.**

In addition to the financial benefits, public transportation would greatly improve the quality of life within the city. Here are some ways it would do this.

**The paragraph shows evidence of deductive reasoning because**

- ☐ A the evidence will be offered before the thesis it supports.
- ☐ B the thesis is stated before the evidence that will support it.
- ☐ C the thesis is implied, not stated.
- ☐ D the evidence is stated, not implied.

**Performance Indicator:** 3003.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.

53. **Read this excerpt from the speech.**

So, here is the situation. If we invest in a public transportation system, students like Emily and the elderly like Mr. McLeod will have access to safe, reliable transportation. Commuters like Randall will benefit whether they use the system or not. Many residents will save thousands of dollars a year on their transportation costs, and others will have more time for their families and friends. We will be helping the environment and perhaps making a greener city by adding more trees and increasing our grasslands. Our city needs to invest in public transportation. Isn't this really something you need to contemplate?

**On what basic assumption is the excerpt based?**

- ☐ A The city has money to invest in public transportation.
- ☐ B Parks would be built on land currently used for parking garages.
- ☐ C Enough people would use public transportation to reduce traffic in the city.
- ☐ D People who have private transportation would be willing to give it up to use public transportation.



**Performance Indicator:** 3003.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.

54. **This speech is based upon the premise that private transportation**

- ☐ A safeguards the environment more than public transportation.
- ☐ B benefits the community less than public transportation.
- ☐ C offers less convenience for people than public transportation.
- ☐ D costs people less money to use than public transportation.

**Performance Indicator:** 3003.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.

55. **Read this excerpt from the speech.**

But Hannah is just one person, and the 2011 commuter report released by the city estimates that we have more than 700,000 cars on the road every day. Multiply Hannah by 700,000, and the cost of driving cars in our city begins to look pretty staggering. If everyone took public transportation instead of driving a car, we would put more than \$2.5 billion back into the pocketbooks of our residents.

**Which statement best refutes the speaker's claims in the excerpt?**

- ☐ A The source of the commuter report may be unreliable.
- ☐ B Not all 700,000 cars are on the road at all hours of the day.
- ☐ C Much of the \$2.5 billion saved is needed to support local businesses.
- ☐ D The ratio of people to cars is low compared to the 700,000 cars on the road each day.

**Performance Indicator:** 3003.5.14 Distinguish the strongest or weakest point of a given argument.

56. **Read this excerpt from the speech.**

All these reasons and more scream for us to invest in a public transportation system, but there is a cost. Commuter rail and bus systems require vehicles and staff in order to run, and these cost money. Is the cost worth it? Before you answer that question, understand that part of the cost will be borne through user fees. Hannah will pay \$300 a year to use the system. Also understand that much of the remaining cost can be offset by saving some of the cost of maintaining current infrastructure and by reducing the need to construct new roads. This savings can be reallocated to help fund a public transportation system. When all is said and done, then, the final, real cost of a public transportation system is less than you might think.

**Which is the weakest point of the argument in the excerpt?**

- ☐ A The speaker fails to say how the city will pay for a public transportation system.
- ☐ B The speaker fails to mention that a public transportation system will incur significant costs.
- ☐ C The speaker fails to acknowledge that a public transportation system could employ many people.
- ☐ D The speaker fails to state whether user fees and savings from other projects can provide enough money to fund a public transportation system.



**Reporting Category: Language**

Numbers 57 through 57

Performance Indicator: 3003.1.9 Proofread for errors in capitalization and punctuation.

57.

**Which sentence has one or more errors in capitalization or punctuation?**

- ☐ A Following the path, the pioneers went first East, then West toward the rendezvous point.
- ☐ B The manufacturer, who enjoys a superb reputation for quality, provides a warranty unmatched by competitors.
- ☐ C Arriving at the confluence of the Ohio and Mississippi Rivers, travelers are still struck by how different the two bodies of water are.
- ☐ D The director advised the participants to sit in the front of the auditorium so they could hear the speakers make their presentations.

**Reporting Category: Communication and Media**

Numbers 58 through 59

Performance Indicator: 3003.2.3 Distinguish between a critique and a summary.

58.

**Which sentence most belongs in a critique rather than a summary?**

- ☐ A The author explains the geographic factors that drew the original inhabitants to the region.
- ☐ B The author uses imagery effectively to engage the senses and draw the reader into the setting.
- ☐ C The author presents the history of the region from the point of view of an original inhabitant.
- ☐ D The author addresses the struggle for political control when discussing the importance of resources.

**Performance Indicator:** 3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).

59.

**Read this excerpt from a speech.**

In conclusion, I urge you all to oppose the hunting of wolves in our state. Yes, there is a downside to having wolves roaming free, in that the occasional wolf kills a rancher's lamb or calf. However, the county reimburses that rancher for the loss. The upside is that we can maintain the natural balance of nature by the presence of these human-shy animals. They are an important part of our ecosystem, and we need to learn to live with them instead of trying to exterminate them.

**Which rhetorical device does this excerpt use?**

- ☐ A analogy
- ☐ B antithesis
- ☐ C hyperbole
- ☐ D parallelism

---

## Reporting Category: Literature

Numbers 60 through 60

---

**Performance Indicator:** 3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).

60.

**Read the passage.**

Lita rolled her pencil across the desktop and thought about how she ended up in detention. She had slipped into homeroom before classes started and after the teacher entered the faculty lounge. Lita only wanted to leave a note on the teacher's desk, but she bumped a coffee cup, spilling it on a stack of tests intended for her fifth-period class.

**Which standard literary element does the passage demonstrate?**

- ☐ A parable
- ☐ B allegory
- ☐ C flashback
- ☐ D foreshadowing

Read the essay and answer questions 61 through 68.

### Visiting Great Smoky Mountains National Park

It isn't the country's biggest national park, or the oldest. But, the Great Smoky Mountains is one of our nation's most popular and busiest national parks, with an astounding ten million people visiting each year! By comparison, our first and possibly most famous national park—Yellowstone—receives only three million annual visitors.

Part of the reason for the park's popularity may be its proximity to the large urban area along the east coast. From New York, for example, it is just over 600 miles to the park. Large numbers of visitors enjoy the nearly 400 miles of roads and 800 miles of hiking trails. These amenities make the park a well-liked destination for people who want to leave the city behind and see nature as it was before so much of this country was urbanized.

Great Smoky Mountains National Park covers some 800 square miles of mountain terrain, filled with deciduous forests, much of it old growth. Because so much eastern forest vegetation thrives here, the park is designated as an international biosphere reserve. More than 1,500 species of flowering plants grow here, some of them found only in the Smoky Mountains. In some places, the density of the lower shrubs inhibits the growth of the taller trees. These tree-free zones are sometimes called heath balds or laurel slicks.

Other visitors embark on overnight backpacking trips. Backpackers often obtain permits since permits are required to stay overnight at several camping sites and shelters throughout the park. Many visitors to Great Smoky take short day hikes of a few miles or so. Make sure that you bring enough money along to purchase your permits.

One of the most popular hikes in the National Park is the Chimney Tops Trail, a four-mile pathway that passes through an old-growth forest and up to the sheer cliff-tops called the Chimneys. They are named for the natural fog that looms over the mountain peaks. The seven-mile Clingman's Dome road takes you to a parking area where a steep half-mile trail begins. It ends at a spiral pathway that leads to a lookout tower atop 6,643-foot Clingman's Dome. From here hikers can enjoy a 360-degree view of the forest. The geology of the Smoky Mountains National Park is unique. The mountains are some of the oldest peaks on earth. Most of the rocks in Great Smoky Mountains National Park are sedimentary, formed by accumulations of clay, silt, sand, and gravel in flat layers. The oldest sedimentary rocks originated during the Protozoic Era.

Numerous and diverse plants and animals exist in the Smoky Mountains. The mountains form a protected area for a large number of animals, including 66 species of mammals, more than 200 varieties of birds, 50 native fish species, and more than 80 types of reptiles and amphibians.

Historical sites are found throughout the park. People began settling here in the late 1700s, and the roads and trails within the national park often pass alongside historic cabins, farmhouses, churches, and barns. A museum near the visitor's center consists of historic buildings that were moved from nearby locations to form a village with costumed employees providing demonstrations and talks on regional history.

Visitors may access the Great Smoky Mountains National Park from various points including the Oconaluftee Visitor Center entrance north of Cherokee and also south of Gatlinburg at the Sugarland Visitor Center entrance. The park is open year-round, though some of the roads and trails in the higher parts of the region are closed during winter months due to snow.

## Reporting Category: Writing and Research

**Performance Indicator:** 3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

61.

**Read this paragraph from the essay.**

One of the most popular hikes in the National Park is the Chimney Tops Trail, a four-mile pathway that passes through an old-growth forest and up to the sheer cliff-tops called the Chimneys. They are named for the natural fog that looms over the mountain peaks. The seven-mile Clingman's Dome road takes you to a parking area where a steep half-mile trail begins. It ends at a spiral pathway that leads to a lookout tower atop 6,643-foot Clingman's Dome. From here hikers can enjoy a 360-degree view of the forest. The geology of the Smoky Mountains National Park is unique. The mountains are some of the oldest peaks on earth. Most of the rocks in Great Smoky Mountains National Park are sedimentary, formed by accumulations of clay, silt, sand, and gravel in flat layers. The oldest sedimentary rocks originated during the Protozoic Era.

**Which sentence in the paragraph is irrelevant and should be deleted?**

- ☐ A They are named for the natural fog that looms over the mountain peaks.
- ☐ B The mountains are some of the oldest peaks on earth.
- ☐ C Most of the rocks in Great Smoky Mountains National Park are sedimentary, formed by accumulations of clay, silt, sand, and gravel in flat layers.
- ☐ D The oldest sedimentary rocks originated during the Protozoic Era.



**Performance Indicator:** 3003.3.7 Select the thesis statement in a writing sample or passage.

62.

**Which sentence is the thesis statement of the essay?**

- ☐ **A** But, the Great Smoky Mountains is one of our nation's most popular and busiest national parks, with an astounding ten million people visiting each year!
- ☐ **B** The geology of the Smoky Mountains National Park is unique.
- ☐ **C** Numerous and diverse plants and animals exist in the Smoky Mountains.
- ☐ **D** People began settling here in the late 1700s, and the roads and trails within the national park often pass alongside historic cabins, farmhouses, churches, and barns.

**Performance Indicator:** 3003.3.14 Select the proper format to convey a set of work-related information.

63.

**The Great Smoky Mountains National Park Trails Division has decided to close several trails for the weekend due to inclement weather. What would be the best way to communicate this information to the park rangers?**

- ☐ **A** Display the information at the visitor's center.
- ☐ **B** Post a memo in the park ranger's newsletter.
- ☐ **C** Post the information on the park Web site.
- ☐ **D** Send an e-mail to each park ranger.

**Performance Indicator:** 3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

64.

**Which sentence from the essay best shows the author's attitude about visiting Great Smoky Mountains National Park?**

- ☐ **A** These amenities make the park a well-liked destination for people who want to leave the city behind and see nature as it was before so much of this country was urbanized.
- ☐ **B** Because so much eastern forest vegetation thrives here, the park is designated as an international biosphere reserve.
- ☐ **C** One of the most popular hikes in the National Park is the Chimney Tops Trail, a four-mile pathway that passes through an old-growth forest and up to the sheer cliff-tops called the Chimneys.
- ☐ **D** The park is open year-round, though some of the roads and trails in the higher parts of the region are closed during winter months due to snow.

**Performance Indicator:** 3003.3.2 Choose the most effective order of sentences in a paragraph.

65.

**Read these sentences from Paragraph 4 of the essay.**

**(1)** Other visitors embark on overnight backpacking trips. **(2)** Backpackers often obtain permits since permits are required to stay overnight at several camping sites and shelters throughout the park. **(3)** Many visitors to Great Smoky take short day hikes of a few miles or so.

**Choose the correct order for these sentences.**

- ☐ **A** 2, 1, 3
- ☐ **B** 2, 3, 1
- ☐ **C** 3, 1, 2
- ☐ **D** 3, 2, 1



**Performance Indicator:** 3003.3.13 Identify the targeted audience for a selected passage.

66.

**Read this sentence from the essay.**

Visitors may access the Great Smoky Mountains National Park from various points, including the Oconaluftee Visitor Center entrance north of Cherokee and also south of Gatlinburg at the Sugarland Visitor Center entrance.

**Which revision of the sentence shows correct parallelism?**

- ☐ **A** Visitors may access the Great Smoky Mountains National Park from various points, including the Oconaluftee Visitor Center entrance north of Cherokee and the Sugarland Visitor Center entrance south of Gatlinburg.
- ☐ **B** Visitors may access the Great Smoky Mountains National Park from various points, including the Oconaluftee Visitor Center entrance north of Cherokee and the Sugarland Visitor Center entrance that is south of Gatlinburg.
- ☐ **C** Visitors may access the Great Smoky Mountains National Park from various points, including the Oconaluftee Visitor Center entrance north of Cherokee and also including the Sugarland Visitor Center entrance south of Gatlinburg.
- ☐ **D** Visitors may access the Great Smoky Mountains National Park from various points, and includes the Oconaluftee Visitor Center entrance north of Cherokee, and the Sugarland Visitor Center entrance south of Gatlinburg is also included.

**Performance Indicator:** 3003.4.1 Select the research topic with the highest degree of focus.

67.

**Which research topic is the most specific?**

- ☐ **A** attitudes of environmentalists toward forest conservation
- ☐ **B** protecting endangered species of forest plants and animals
- ☐ **C** influence of historical sites and buildings on modern society
- ☐ **D** importance of sedimentary rock in the formation of mountains

**Performance Indicator:** 3003.4.6 Identify information that must be cited or attributed within a writing sample.

68.

**Which sentence from the essay must contain a citation of a source in a final draft of the research paper?**

- ☐ **A** By comparison, our first and possibly most famous national park—Yellowstone—receives only three million annual visitors.
- ☐ **B** One of the most popular hikes in the National Park is the Chimney Tops Trail, a four-mile pathway that passes through an old-growth forest and up to the sheer cliff-tops called the Chimneys.
- ☐ **C** Most of the rocks in Great Smoky Mountains National Park are sedimentary, formed by accumulations of clay, silt, sand, and gravel in flat layers.
- ☐ **D** A museum near the visitor's center consists of historic buildings that were moved from nearby locations to form a village with costumed employees providing demonstrations and talks on regional history.

**Reporting Category: Informational Text**

Numbers 69 through 70

**Performance Indicator:** 3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.

69.

**Read this thesis for an essay.**

Communism and capitalism differ in several important ways.

**Which organizational structure would best support this thesis?**

- ☐ A cause/effect
- ☐ B sequential order
- ☐ C compare/contrast
- ☐ D order of importance

**Performance Indicator:** 3003.6.4 Synthesize information across multiple complex informational or technical texts.

70.

**Read these quotes.**

Quote 1

Logic by itself is insufficient for believing anything. Some people who do not understand this often pretend that they are very logical and rational. They do not realize that the real reasons they believe whatever they believe have more to do with their desires and experiences than anything else. They are human, and humans are so much more than sophisticated brains.

Quote 2

People use reason to justify just about anything. Depending on who you talk to, reason can “prove” that we should raise taxes or lower taxes, drive cars or take trains, listen to our consciences or ignore them, respect traditions or change them, eat cheese or stay off it, buy organic or buy nonorganic, be patient or take action now, and on it goes.

**With which statement would both authors agree?**

- ☐ A People should question the rules of logic.
- ☐ B Logic leads to different conclusions.
- ☐ C People rarely try to be rational.
- ☐ D Pure reason has limitations.

**Reporting Category: Logic**

Numbers 71 through 71

**Performance Indicator:** 3003.5.1 Make inferences and draw conclusions based on evidence in text.

71.

**Read this paragraph.**

South America has some of the world's largest rain forests. However, many of them are disappearing to make room for farming and other kinds of human activity. As the rain forests become smaller and smaller, wildlife dependent on the rain forest is threatened. In Ecuador, the Choco-Andean Rainforest Project is working to save rain forest wildlife. An area of regular forest separates two areas of rain forest. The Choco-Andean Project is establishing a kind of corridor through the regular forest, where logging, mining, and farming activities are limited. This corridor enables jaguars, bears, and birds to migrate between the two rain forests and thus ensures healthy animal populations in their natural habitat.

**What can readers infer from this paragraph?**

- ☐ A Rain forest animals cannot survive in regular forests.
- ☐ B Human activity can have a negative effect on animal migration.
- ☐ C Rain forests take up too much area in South America and need thinning.
- ☐ D Industrial operations cause rain forest animals to migrate to cities and farms.

**Reporting Category: Literature**

Numbers 72 through 79

**Performance Indicator:** 3003.8.8 Analyze sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).

72.

**Read the sentence.**

That dog dug up my flowers again.

**What sound or metric device does the author use in this sentence?**

- ☐ A repetition
- ☐ B free verse
- ☐ C alliteration
- ☐ D onomatopoeia



Read the journal and the legend, then answer questions 73 through 80.

### On the Mississippi

May 10: The mighty river is a half mile wide, and our steamboat is safely chugging down the middle. The sky is on fire before me; it is a canvas painted with masterstrokes of brilliant hues—a thousand shades of orange, pink and purple. The water is high for the season, the product of heavy Minnesota snows last winter, and it ambles downstream—no hurries, no worries. The setting sun reflects off the water, turning much of the river into a ruby-red shimmering mirror. Amazing! Even the greatest artists could never duplicate anything like this.

Some geese come in for a landing to the left of the steamboat, and a snake whips his way through the water on the right, all of which remind me that I am but a sojourner here, a recipient of their hospitality. I have seen the river at other times and know that it is not always so hospitable, but when it is calm and peaceful it can make a visitor want to return for more.

I look to the left and right, and dark forests clamber to the water's margin—no houses, no lights in sight—giving the impression that we are alone in a vast wilderness. I feel as if the land had never been settled, as if the only peoples out there are natives hunting deer, and I think I like the feeling. It is more like solitude than loneliness, and it is something I do not experience much at home in Minneapolis.

### The Legend of Kinjeekoo wee

Long ago, even before the days when the Chippewa roamed the forests and lands around the Big Lake, the region was peopled. The Anawankas were a simple people who hunted the horned deer and caught the whitefish out of the Big Lake. Their chief was a mighty hunter, with the strength of a hundred moose and the speed of a wolf over land. Kinjeekoo wee was his name, or Running Moose in our tongue. He and his people seldom traveled. They had all the fresh water they needed, abundant wood for the winter fire, and lush forests rich with game.

Their happy life all changed, however, in the Year the Sun Never Smiled. That winter the snow fell from the sky, hiding the sun's smile. When the snow stopped falling, it fell again . . . and again . . . and again. It piled over the heads of the Anawanka people and even to the tops of the trees.

When spring came, the snow stopped falling, but the rains began, and still the sun did not smile. The snows melted, the rains added to the melting snow, the rivers swelled, and the Big Lake spilled into the forest.

The people came to Kinjeekoo wee. "What are we to do? The Big Lake is growing, and our land is going away."

"Take to the boats when you must," Kinjeekoo wee said. "I will set out to see what may be done, and perhaps the sun will yet smile upon us." The next morning, Kinjeekoo wee was off. He ran like a wolf through the soggy forest until he reached the Southern Mountains. The waters from the rains and the snow were flowing south, hitting the mountains and backing up. Kinjeekoo wee acted quickly. He bounded like a deer to the top of the nearest mountain, tore off the peak and tossed it in the water. Then he ripped the string of mountains up by their roots and threw them toward the setting sun. Water began flowing south, but it was still too slow to stop the advance of the Big Lake.

Kinjeekoo wee lifted up the mountaintop he had thrown into the water, turned the peak upside down, put the point in the ground, and started pushing it south as if it were a plough. The mountain dug into the earth and created a great ditch that quickly filled with water. As Kinjeekoo wee dug, sometimes he encountered great rocks in the earth and had to curve the ditch one way or the other to get around them. Soon the pointy peak was worn away, and the tip of the plough grew wider, creating a wider ditch the farther south Kinjeekoo wee pushed.

Finally, after seven days of pushing and digging, Kinjeekoo wee reached a body of water like the Big Lake, water that spread as far as the eye can see. The air was warm, the animals were strange, and the water tasted funny, like salt, so Kinjeekoo wee called it *gonawanka*, the Strange Water. He threw what remained of his plough into the Strange Water and returned to his people by following the ditch he had dug.

When he reached the forests of the Big Lake, the sun still was not smiling, but the land was drained, though it was now dotted with ten thousand small lakes—pools where the water got caught. Rain waters now flowed into the ditch and south to the Strange Water. The Anawanka called the ditch *melamaylee*, or the Great Ditch.

Centuries later, as the Chippewa moved into the region of the Big Lake, the two peoples intermarried, and the Anawanka people were absorbed into the larger Chippewa tribe. The Chippewa gave a new name to the Great Ditch. They called it, in their tongue, *mici zibi*, the Great River, and so it is to this day, for the deeds of Kinjeekoo wee have faded into the distant past.

**Performance Indicator:** 3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.

73.

In "On the Mississippi," the setting creates a

- ☐ A peaceful mood.
- ☐ B grateful mood.
- ☐ C hopeful mood.
- ☐ D playful mood.

**Performance Indicator:** 3003.8.2 Differentiate among verbal, situational, and dramatic irony.

74.

Read this excerpt from "The Legend of Kinjeekoo wee."

Finally, after seven days of pushing and digging, Kinjeekoo wee reached a body of water like the Big Lake, water that spread as far as the eye can see. The air was warm, the animals were strange, and the water tasted funny, like salt, so Kinjeekoo wee called it *gonawanka*, the Strange Water.

Which type of irony, if any, is used in the excerpt?

- ☐ A verbal
- ☐ B dramatic
- ☐ C situational
- ☐ D no irony



**Performance Indicator:** 3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

75.

In "The Legend of Kinjeekoowee," the author reveals the character of Kinjeekoowee primarily through Kinjeekoowee's

- ☐ A actions.
- ☐ B culture.
- ☐ C thoughts.
- ☐ D appearance.

**Performance Indicator:** 3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

76.

In "The Legend of Kinjeekoowee," in which part of the plot do the Anawanka intermarry with the Chippewa?

- ☐ A exposition
- ☐ B rising action
- ☐ C climax
- ☐ D denouement

**Performance Indicator:** 3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.

77.

In "The Legend of Kinjeekoowee," the setting most affects the plot by

- ☐ A causing the main conflict.
- ☐ B symbolizing the main theme.
- ☐ C foreshadowing the resolution.
- ☐ D creating an adventurous mood.

**Performance Indicator:** 3003.8.10 Analyze the development of similar or contrasting themes across two or more literary passages.

78.

How do "On the Mississippi" and "The Legend of Kinjeekoowee" differ in their treatment of nature?

- ☐ A In "On the Mississippi," nature harms people more than it does in the legend.
- ☐ B In "On the Mississippi," nature affects the daily lives of people more than it does in the legend.
- ☐ C In "The Legend of Kinjeekoowee," nature is a lonelier place than it is in the journal entry.
- ☐ D In "The Legend of Kinjeekoowee," nature causes more problems for people than it does in the journal entry.

**Performance Indicator:** 3003.8.10 Analyze the development of similar or contrasting themes across two or more literary passages.

79. Based on information in "On the Mississippi" and "The Legend of Kinjeekoo wee," with which statement would both authors most likely agree?

- ☐ A Ancient native peoples had many good leaders.
- ☐ B People today benefit from the accomplishments of ancient native peoples.
- ☐ C Ancient native peoples generally lived simple lives.
- ☐ D People today can misunderstand the problems ancient native peoples faced.

---

## Reporting Category: Communication and Media

---

Numbers 80 through 80

**Performance Indicator:** 3003.7.6 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

80. How do "On the Mississippi" and "The Legend of Kinjeekoo wee" differ in their treatment of the Mississippi River?

- ☐ A "On the Mississippi" explains where the river is located, whereas the legend explains how the river water tastes.
- ☐ B "On the Mississippi" describes the mood of solitude on the river, whereas the legend describes how the river came to be.
- ☐ C "The Legend of Kinjeekoo wee" describes the river during all four seasons, whereas the journal entry describes the river during only the summer season.
- ☐ D "The Legend of Kinjeekoo wee" focuses on the river's destructive nature, whereas the journal entry focuses on the beauty of the river.

## Reporting Category: Language

Numbers 81 through 82

**Performance Indicator:** 3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.

81.

**Read this sentence.**

Brandon volunteered to lead the fundraiser, but he has little skill in organizing a large project that involved identifying the proper order for the tasks and assigning them to others.

**Which revision of the sentence uses tenses correctly?**

- ☐ **A** Brandon volunteered to lead the fundraiser, but he has little skill in organizing a large project that involves identifying the proper order for the tasks and assigning them to others.
- ☐ **B** Brandon volunteering to lead the fundraiser, but he has little skill in organizing a large project that involves identifying the proper order for the tasks and assigning them to others.
- ☐ **C** Brandon volunteered to lead the fundraiser, but he has little skill in organizes a large project that involves identifying the proper order for the tasks and assigning them to others.
- ☐ **D** Brandon has volunteered to lead the fundraiser, but he had little skill in organizing a large project that involved identifying the proper order for the tasks and assigned them to others.

**Performance Indicator:** 3003.1.8 Choose correctly or incorrectly spelled words.

82.

**Read these sentences.**

Jake is an affable guy and agreed to abdicate his position as president of the club. Kate, a more experienced administrator, took over and began to assertain what the needs of the group were.

**Which word is spelled incorrectly?**

- ☐ **A** affable
- ☐ **B** abdicate
- ☐ **C** assertain
- ☐ **D** administrator

## Reporting Category: Logic

Numbers 83 through 83

Performance Indicator: 3003.5.2 Choose a logical word to complete an analogy.

83.

Choose the correct word to complete the analogy.

Nonchalant is to passionate as cynical is to \_\_\_\_\_.

- ☐ A gullible
- ☐ B impassive
- ☐ C ironic
- ☐ D scornful

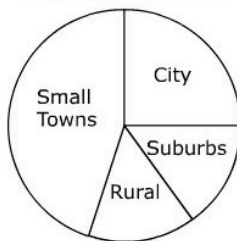
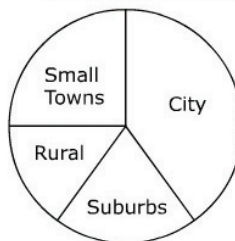
## Reporting Category: Informational Text

Numbers 84 through 84

Performance Indicator: 3003.6.2 Analyze information presented graphically in a complex informational or technical passage.

84.

Look at the circle graphs.

Plubania Population  
Distribution 2000Plubania Population  
Distribution 2010

Based on the circle graphs, how did Plubania change between 2000 and 2010?

- ☐ A Its towns gained jobs.
- ☐ B It became more urban.
- ☐ C It became more diverse.
- ☐ D Its population increased.



## Form 5 : English III

Item Number	Correct Answer	Performance Indicator
1	C	3003.3.4 Select the most precise word from a given list of synonyms.
2	B	3003.3.13 Identify the targeted audience for a selected passage.
3	D	3003.3.7 Select the thesis statement in a writing sample or passage.
4	C	3003.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
5	B	3003.3.11 Determine the writer's purpose in a writing sample.
6	A	3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
7	B	3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
8	A	3003.5.4 Analyze cause-effect relationships in text.
9	C	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
10	D	3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.
11	C	3003.1.12 Identify the language of origin from which a set of words is borrowed.
12	B	3003.2.4 Discern the structure of a complex speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

13	C	3003.4.6 Identify information that must be cited or attributed within a writing sample.
14	D	3003.7.4 Infer the mood represented in a non-print medium.
15	B	3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
16	D	3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.
17	C	3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
18	A	3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
19	D	3003.8.12 Locate words or phrases in a passage that provide historical or cultural cues.
20	D	3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.
21	A	3003.5.10 Identify a false premise in text.
22	D	3003.5.12 Select an additional sentence to add to an argument within a persuasive text.
23	C	3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).
24	C	3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.

25	C	3003.4.4 Evaluate the validity of Web pages as sources of information.
26	A	3003.4.5 Determine which statement presents an opposing view from those stated on a Web page.
27	C	3003.2.2 Distinguish between a summary and a paraphrase.
28	D	3003.5.2 Choose a logical word to complete an analogy.
29	B	3003.6.2 Analyze information presented graphically in a complex informational or technical passage.
30	C	3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
31	C	3003.7.4 Infer the mood represented in a non-print medium.
32	D	3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.
33	A	3003.3.3 Select the most vivid and compelling word to strengthen a description.
34	B	3003.3.11 Determine the writer's purpose in a writing sample.
35	A	3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
36	C	3003.5.5 Select the persuasive device used in an ad or speech (i.e., bandwagon, loaded words, testimonials, name-calling, plain folks, misuse of statistics, transfer, card stacking).
37	D	3003.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

38	A	3003.3.4 Select the most precise word from a given list of synonyms.
39	D	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
40	D	3003.6.4 Synthesize information across multiple complex informational or technical texts.
41	C	3003.2.6 Select the most appropriate strategies for participating productively in a team (e.g., contributing relevant and appropriate information that moves the team toward its goals; understanding the purpose of working as a team and working according to that purpose; assigning and developing roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team).
42	D	3003.4.1 Select the research topic with the highest degree of focus.
43	D	3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
44	B	3003.1.10 Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.
45	B	003.1.12 Identify the language of origin from which a set of words is borrowed.
46	C	3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.
47	A	3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/ course, farther/further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).
48	A	3003.5.3 Evaluate text for fact and opinion.



49	B	3003.5.4 Analyze cause-effect relationships in text.
50	A	3003.5.5 Select the persuasive device used in an ad or speech (i.e., bandwagon, loaded words, testimonials, name-calling, plain folks, misuse of statistics, transfer, card stacking).
51	C	3003.5.7 Differentiate between the implied and stated evidence of a given argument.
52	B	3003.5.8 Determine whether a given argument employs deductive or inductive reasoning.
53	A	3003.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
54	B	3003.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
55	B	3003.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
56	D	3003.5.14 Distinguish the strongest or weakest point of a given argument.
57	A	3003.1.9 Proofread for errors in capitalization and punctuation.
58	B	3003.2.3 Distinguish between a critique and a summary.
59	B	3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).
60	C	3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).
61	D	3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

62	A	3003.3.7 Select the thesis statement in a writing sample or passage.
63	D	3003.3.14 Select the proper format to convey a set of work-related information.
64	A	3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
65	C	3003.3.2 Choose the most effective order of sentences in a paragraph.
66	A	3003.3.13 Identify the targeted audience for a selected passage.
67	D	3003.4.1 Select the research topic with the highest degree of focus.
68	A	3003.4.6 Identify information that must be cited or attributed within a writing sample.
69	C	3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.
70	D	3003.6.4 Synthesize information across multiple complex informational or technical texts.
71	B	3003.5.1 Make inferences and draw conclusions based on evidence in text.
72	C	3003.8.8 Analyze sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
73	A	3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.
74	D	3003.8.2 Differentiate among verbal, situational, and dramatic irony.
75	A	3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

76	D	3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
77	A	3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.
78	D	3003.8.10 Analyze the development of similar or contrasting themes across two or more literary passages.
79	C	3003.8.10 Analyze the development of similar or contrasting themes across two or more literary passages.
80	B	3003.7.6 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
81	A	3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.
82	C	3003.1.8 Choose correctly or incorrectly spelled words.
83	A	3003.5.2 Choose a logical word to complete an analogy.
84	B	3003.6.2 Analyze information presented graphically in a complex informational or technical passage.

## Reporting Category 1 : Language

Item Number	Correct Answer	Performance Indicator
11	C	3003.1.12 Identify the language of origin from which a set of words is borrowed.
44	B	3003.1.10 Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.
45	B	003.1.12 Identify the language of origin from which a set of words is borrowed.
46	C	3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.
47	A	3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/ course, farther/further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).
57	A	3003.1.9 Proofread for errors in capitalization and punctuation.
81	A	3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.
82	C	3003.1.8 Choose correctly or incorrectly spelled words.

## Reporting Category 2 : Writing and Research

Item Number	Correct Answer	Performance Indicator
1	C	3003.3.4 Select the most precise word from a given list of synonyms.
2	B	3003.3.13 Identify the targeted audience for a selected passage.
3	D	3003.3.7 Select the thesis statement in a writing sample or passage.
4	C	3003.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
5	B	3003.3.11 Determine the writer's purpose in a writing sample.
6	A	3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
7	B	3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
13	C	3003.4.6 Identify information that must be cited or attributed within a writing sample.
15	B	3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
25	C	3003.4.4 Evaluate the validity of Web pages as sources of information.
26	A	3003.4.5 Determine which statement presents an opposing view from those stated on a Web page.
33	A	3003.3.3 Select the most vivid and compelling word to strengthen a description.



34	B	3003.3.11 Determine the writer's purpose in a writing sample.
35	A	3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
37	D	3003.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
38	A	3003.3.4 Select the most precise word from a given list of synonyms.
42	D	3003.4.1 Select the research topic with the highest degree of focus.
61	D	3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
62	A	3003.3.7 Select the thesis statement in a writing sample or passage.
63	D	3003.3.14 Select the proper format to convey a set of work-related information.
64	A	3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
65	C	3003.3.2 Choose the most effective order of sentences in a paragraph.
66	A	3003.3.13 Identify the targeted audience for a selected passage.
67	D	3003.4.1 Select the research topic with the highest degree of focus.
68	A	3003.4.6 Identify information that must be cited or attributed within a writing sample.

## Reporting Category 3 : Communication and Media

Item Number	Correct Answer	Performance Indicator
12	B	3003.2.4 Discern the structure of a complex speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
14	D	3003.7.4 Infer the mood represented in a non-print medium.
23	C	3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).
24	C	3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.
27	C	3003.2.2 Distinguish between a summary and a paraphrase.
30	C	3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
31	C	3003.7.4 Infer the mood represented in a non-print medium.
32	D	3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.
41	C	3003.2.6 Select the most appropriate strategies for participating productively in a team (e.g., contributing relevant and appropriate information that moves the team toward its goals; understanding the purpose of working as a team and working according to that purpose; assigning and developing roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team).
43	D	3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

58	B	3003.2.3 Distinguish between a critique and a summary.
59	B	3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).
80	B	3003.7.6 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

## Reporting Category 4 : Logic

Item Number	Correct Answer	Performance Indicator
8	A	3003.5.4 Analyze cause-effect relationships in text.
21	A	3003.5.10 Identify a false premise in text.
22	D	3003.5.12 Select an additional sentence to add to an argument within a persuasive text.
28	D	3003.5.2 Choose a logical word to complete an analogy.
36	C	3003.5.5 Select the persuasive device used in an ad or speech (i.e., bandwagon, loaded words, testimonials, name-calling, plain folks, misuse of statistics, transfer, card stacking).
48	A	3003.5.3 Evaluate text for fact and opinion.
49	B	3003.5.4 Analyze cause-effect relationships in text.
50	A	3003.5.5 Select the persuasive device used in an ad or speech (i.e., bandwagon, loaded words, testimonials, name-calling, plain folks, misuse of statistics, transfer, card stacking).
51	C	3003.5.7 Differentiate between the implied and stated evidence of a given argument.
52	B	3003.5.8 Determine whether a given argument employs deductive or inductive reasoning.
53	A	3003.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
54	B	3003.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.

55	B	3003.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
56	D	3003.5.14 Distinguish the strongest or weakest point of a given argument.
71	B	3003.5.1 Make inferences and draw conclusions based on evidence in text.
83	A	3003.5.2 Choose a logical word to complete an analogy.



## Reporting Category 5 : Informational Text

Item Number	Correct Answer	Performance Indicator
9	C	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
10	D	3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.
29	B	3003.6.2 Analyze information presented graphically in a complex informational or technical passage.
39	D	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
40	D	3003.6.4 Synthesize information across multiple complex informational or technical texts.
69	C	3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.
70	D	3003.6.4 Synthesize information across multiple complex informational or technical texts.
84	B	3003.6.2 Analyze information presented graphically in a complex informational or technical passage.

## Reporting Category 6 : Literature

Item Number	Correct Answer	Performance Indicator
16	D	3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.
17	C	3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
18	A	3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
19	D	3003.8.12 Locate words or phrases in a passage that provide historical or cultural cues.
20	D	3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.
60	C	3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).
72	C	3003.8.8 Analyze sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
73	A	3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.
74	D	3003.8.2 Differentiate among verbal, situational, and dramatic irony.
75	A	3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

76	D	3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
77	A	3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.
78	D	3003.8.10 Analyze the development of similar or contrasting themes across two or more literary passages.
79	C	3003.8.10 Analyze the development of similar or contrasting themes across two or more literary passages.